

ObservedGrowth_RM1 Summary

2014 Overall Grade Distribution Across Models: Option RM-1

	Performance Only		Current A-F Model		Performance 60%-Growth 40%		Performance 50%- Growth 50%	
A	538	26.0%	1140	53.57%	830	39.88%	844	40.56%
B	931	45.0%	429	20.16%	795	38.20%	785	37.72%
C	406	19.6%	340	15.98%	301	14.46%	297	14.27%
D	110	5.3%	134	6.30%	93	4.47%	96	4.61%
F	86	4.2%	85	3.99%	62	2.98%	59	2.84%

RM-1

DF-2

	Observed Growth					
	Negative Movement		Static Movement		Positive Movement	
Prior Year Status	Target Range	Points	Target Range	Points	Target Range	Points
Pass Plus-2	0-41	75	42-66	125	67-99	150
Pass Plus-1	0-39	75	40-64	125	65-99	150
Pass-3	0-36	50	37-61	100	62-99	125
Pass-2	0-34	50	35-59	100	60-99	125
Pass-1	0-31	50	32-56	100	57-99	125
Did Not Pass-3	0-29	0	30-54	50	55-99	100
Did Not Pass-2	0-26	0	27-51	50	52-99	100
Did Not Pass-1	0-24	0	25-49	50	50-99	100

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Description

- Established modified values table utilizing prior year category status and current year observed growth.
- Student trajectory of negative, static and positive awarded incremental points.
- Established intervals of increasing points across the proficiency levels.
- Target ranges for observed growth establish whether a student is on a trajectory to move down in proficiency levels (negative movement), on a trajectory to stay at the same proficiency level (static movement), or on a trajectory to move up in proficiency levels (positive movement).

Assumptions

- Any positive trajectory is full points or more (100 or more)
- Any negative trajectory is assessed fewer points
- Staying proficient is not only acceptable, but it is valued
- Staying static at a Did Not Pass category does not show growth toward proficiency and therefore is assessed fewer points

Expectations

- This model sets the expectation that in order to receive 90 or more points (“A” level), a student must either:
 - stay at a passing level (i.e., Pass 1 or higher), OR
 - show positive trajectory to increase level in the Did Not Pass categories
- Since neutral (no movement) is an A in the pass categories, that translates into: if a school had all of its students start at Pass 1 and have Static Trajectory, it would get an A for growth

PROS:

- Provides more than full points for staying at high levels of proficiency
- Recognizes the difficulty of bringing students up through the Did Not Pass categories (rewards full points for one category of improvement in the DNP categories)
- Highly de-incentivizes “negative” growth (dropping one or more category)
- Simple; one calculation for all students

CONS:

- Adjustments to values table could be considered arbitrary
- Formula could be difficult to understand for the public